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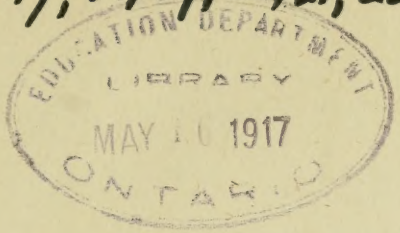

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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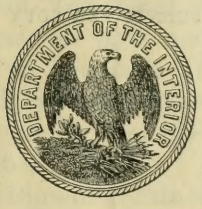

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—Educational history—Current educational conditions—Pedagogics and didactics—Educational psychology; Child study—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Home economics—Commercial education—Professional education—Military training—Education of women—Negroes and Indians—Orientals—Defective and delinquent children—Libraries and reading—Bureau of Education: Recent publications—Bulletin of the Bureau of Education.

INTRODUCTORY NOTES.

The following are especially noteworthy books and pamphlets of the current month, the numbers in parentheses referring to the full entries in this record: Nearing, The new education (529); Klapper, Teaching of English (570); Carver, Organization of a rural community (582); Alderman, School credit for home work (615); Perry, Discipline as a school problem (618); Beard, Woman's work in municipalities (625); Cooley, Vocational education in Europe (640); Eaton and Stevens, Commercial work and training for girls (659); Redlich, The case method in American law schools (662); Schaeffer and Finley, Should our educational system include activities whose special purpose is preparation for war? (664); Kuo, The Chinese system of public education (669).

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer; or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

513. **California high school teachers' association.** Proceedings of annual meeting . . . Held at Berkeley, Cal., June 29 to July 3, 1914. 109 p. 8°. (E. E. Washburn, secretary, Oakland, Cal.)

Contains: 1. G. A. Merrill: The province of the intermediate school, the province of the high school, and where to draw the line between them, p. 9–16. 2. W. C. Wood: The course of study in the intermediate school, p. 17–33; Discussion, p. 33–37. 3. Mary S. Woolman: Household arts and home life—the rural school problem, p. 47–50. 4. H. O. Williams: Vocational guidance, p. 54–62. 5. H. R. Fairclough: The practical bearing of high school Latin, p. 74–84. 6. Elizabeth S. Madison: The high school library, p. 88–94.

514. **Louisiana school board association.** Proceedings. Tenth annual meeting of the Louisiana school board association and twenty-ninth annual conference of the Parish superintendents, held at Baton Rouge, La., January 25–26, 1915. Baton Rouge, Ramires-Jones print, 1915. 42 p. 8°.

Contains: 1. C. J. Brown: Synopsis of talk on the school plant, p. 17–18. 2. J. W. Bateman: What industrial work should be done in schools of three, four, and five teachers, p. 19–23. 3. L. J. Alleman: Attendance—how to improve it, p. 29–34.

515. **Michigan schoolmasters' club.** Journal . . . forty-ninth meeting, held in Ann Arbor, April 1–3, 1914. Ann Arbor, Mich., Pub. by the Club. 132 p. 8°. (L. P. Jocelyn, secretary, Ann Arbor, Mich.)

Contains: 1. C. O. Davis: The reconstructed high school, p. 3–8. 2. Augusta Meiser: How can we make the study of German more vital? p. 25–30. 3. Pauline Harris: Can thorough preparation result from modern educational tendencies? p. 30–35. 4. Agnes Hunt: Correlation of chemistry and domestic science in both high school and college instruction, p. 53–56. 5. W. S. Hall: Instruction regarding the sex life, p. 64–74. 6. R. W. Davis: Manual training from the manufacturers' viewpoint, p. 79–83. 7. E. C. Warriner: The function of manual training in the high school, p. 83–88. 8. C. S. Berry: Value of psychological tests in determining life vocation, p. 88–96.

516. **Modern language association of America.** Proceedings of the thirty-second annual meeting . . . New York, N. Y., and the twentieth annual meeting of the Central division of the Association, Minneapolis, Minn., December 29–31, 1914. Publications of the Modern language association of America, 30: i–lxxxix, March 1915.

Contains: 1. F. E. Schelling: The American professor, p. liv–lxxiii. 2. Julius Goebel: The new problems of American scholarship, p. lxxiv–lxxxiv.

517. **Music teachers' national association.** Studies in musical education, history, and aesthetics. Ninth series. Papers and proceedings . . . at its thirty-sixth annual meeting, Pittsburgh, Pa., December 29–30, 1914. Hartford, Conn., The Association, 1915. 234 p. 8°. (J. L. Erb, secretary, Chicago, Ill.)

Contains: 1. P. A. Scholes: Musical education in the British Isles, p. 30–40. 2. Will Earhart High school orchestras as a stimulus to instrumental study, p. 148–56. 3. W. S. Pratt: The problems of standardization, p. 158–74.

518. **New York (State) University.** Proceedings of the fiftieth convocation, Albany, New York, October 22–23, 1914. The University of the State of New York, 1915. 207 p. 8°.

Contains: 1. G. H. Palmer: Trades and professions, p. 13–29; Discussion, p. 29–43. 2. F. J. E. Woodbridge: The university and the public, p. 44–59. 3. Herbert Quick: The rural school, p. 61–74. 4. Robert Brodie: Improvement of rural schools, p. 79–89. 5. H. M. Biggs: Medical inspection, p. 93–99. 6. O. E. Hall: Consolidation of districts, p. 100–16. 7. C. W. Kent: Educational efficiency versus educational display, p. 117–42; Discussion, p. 142–54. 8. R. E. Thompson: What the school should do for the state, p. 185–205.

519. **Pennsylvania educational association. Directors' department.** Proceedings of the twentieth annual session at Harrisburg, February 4–5, 1915. Pennsylvania school journal, 63: 379–420, March 1915.

Contains: 1. C. S. Foos: What's the matter with the public schools? p. 381–84; Discussion, p. 384–86. 2. H. A. Boyer: Administration of school affairs, p. 387–89. 3. Charles Albert: Our needs in rural education, p. 389–92. 4. M. G. Brumbaugh: [Duties of the school director] p. 392–93. 5. M. Virginia Black: [Teachers and the school directors] p. 394–96. 6. J. P. McCaskey: The school director in the school work, p. 397–403.

520. **Southeast Missouri teachers' association.** Thirty-ninth annual meeting . . . Proceedings and addresses, Cape Girardeau, Mo., October 29–31, 1914. 73 p. 8°. (A. C. Magill, secretary, Cape Girardeau, Mo.)

Contains: 1. Eugene Davenport: The community and its school, p. 22–28. 2. W. P. Evans: Rural social centers, p. 28–33. 3. Clara E. Graham: Aesthetics in education, or, Child development along lines of the beautiful, p. 41–51. 4. W. L. Johns: The social life of the high school student, p. 51–56. 5. W. D. Grove: The rural school of to-morrow, p. 56–61. 6. Jean Caldwell: The teaching of reading in the sixth grade, p. 61–63.

521. **Wisconsin teachers' association.** Proceedings of the sixty-second annual session . . . held at Milwaukee, November 5–7, 1914. Madison, Wis., Democrat printing company, 1915. 300 p. 8°. (M. A. Bussewitz, secretary, Milwaukee, Wis.)

Contains: 1. C. D. Kingsley: The purpose and scope of the work of the high school, p. 23–30. 2. C. G. Pearse: How can we make the school meet the needs of life, p. 30–38. 3. C. R. Van Hise: The training of teachers for the high schools by the university, p. 43–48. 4. G. L. Bowman: The training of teachers by county training schools, p. 61–65. 5. C. J. Brewer: Training teachers in high schools, p. 66–72. 6. Theodore Kronshage: Training teachers for the elementary grades p. 72–79; Discussion, p. 80–86. 7. D. N. Snedden: Organization of the state's instrumentalities for vocational training, p. 87–88. 8. Mary D. Bradford: Motives for professional interest and growth, p. 89–95. 9. L. D. Harvey: Handwork in the elementary school, p. 104–12. 10. M. V. O'Shea: Shall the sexes be taught separately? p. 118–23; Discussion, p. 124–27. 11. Nina C. Vandewalker: Kindergarten problems in Wisconsin, p. 136–44. 12. W. F. Roecker: An elementary course in general science; content and method, p. 164–77. 13. May Bumby: Relating the work of English in the grades to that in the high school through the medium of a supervisor, p. 195–203. 14. Elizabeth B. Kelly: Home economics in the rural school, p. 222–27. 15. F. M. Karnes: To what extent is it desirable to vocationalize manual arts in the public schools? p. 232–39. 16. W. O. Miessner: Modern pedagogy applied to music teaching, p. 248–59. 17. Lillian Watts: Music credits for high schools, p. 259–62. 18. G. A. Chamberlain: The value of competitive athletics for high school boys from the viewpoint of the educator, p. 264–73. 19. F. A. Kuhlman: The importance and methods of determining the mental age of subnormal children, p. 286–96.

EDUCATIONAL HISTORY.

522. **De Montmorency, J. E. G.** English education in the eleventh and twelfth centuries. Journal of education (London) 47: 186–89, March 1, 1915. (Supplement.)

Interesting historical résumé. Says that the most important result of the entire movement and reaction between England and Europe was the grouping of scholars and teachers at Oxford in the days of Henry Beauclerc.

523. **Florian, Pierre.** Les méthodes expérimentales et la transformation des méthodes pédagogiques en Angleterre au dix-huitième siècle. Éducation, 6: 438–53, December 1914.

524. **Knight, Edgar Wallace.** The Peabody fund and its early operation in North Carolina. [Durham? N. C., 1915] 15 p. 8°.

Reprinted from the South Atlantic quarterly for April 1915, vol. XIV, no. 2.

525. **Shahan, Thomas J.** Fifty years of Catholic education. Catholic world, 101: 21–30, April 1915.

Says that the significance of the Catholic school "lies rather in its distinctive purpose, which is the combination of religious and moral training with intellectual culture."

CURRENT EDUCATIONAL CONDITIONS.

526. [Directory of educational associations of Great Britain and Ireland.] Journal of education (London) 47: 179–86, March 1, 1915.

Gives membership total; yearly subscription; name of society's official organ; telegraphic address; date and place of next annual meeting; secretary's name and office address.

527. **Georgia. Department of education.** Educational survey of Clayton and Taliaferro counties, Georgia. By M. L. Duggan, rural school agent. [Atlanta?] 1915. 23 p. illus. 8°.

Numbers 2 and 3 in a series of educational surveys of the counties of Georgia.

528. The moonlight schools. The campaign against illiteracy. Training school quarterly, 1: 204–12, January-March 1915.

Contains accounts of moonlight schools in Kentucky and North Carolina.

529. **Nearing, Scott.** The new education; a review of progressive educational movements of the day. Chicago, New York, Row, Peterson & company [1915] 264 p. 12°.

"A record of the impressions made on a traveler by a number of school systems and schools."

530. **Norris, Walter B.** The educational developments of the navy. Education, 35: 503–10, April 1915.

An interesting account of educational activities in the U. S. navy, which include for the year ending June 30, 1913, the direct instruction of 26,000 men. Trade schools have been carried on principally to supply skilled mechanics on shipboard, but they have also been the means in many cases of fitting men to earn good wages after they have served their enlistments and returned to civil life.

531. **Ogden, Utah. Public school survey commission.** Report. Pub. by the State department of education by permission of the Ogden city school board. [Salt Lake City? 1915] 42 p. 8°.

Commission composed of W. S. Deffenbaugh, E. J. Ward, C. S. Meek, W. G. Roylance, and G. A. Eaton.

532. **Uruguay. Dirección general de instrucción primaria.** La instrucción pública primaria en la república oriental del Uruguay. Noticia escrita para la Exposición internacional de San Francisco de 1915. Montevideo, Talleres gráficos A Barreiro y Ramos, 1914. 83, 79 p. 52 pl. 8°.

English version, 79 p. at end, has special title page.

533. **Virginia. Department of public instruction.** Illiteracy in Virginia. Some facts which cannot be overlooked. Prepared by E. R. Chesterman, secretary of the State board of education. Richmond, D. Bottom, superintendent public printing, 1914. 21 p. illus. 8°.

"An effort to abolish illiteracy in Richmond, by Dr. J. A. C. Chandler": p. 16–21.

534. **Weld, Louis Dwight Harvell.** Social and economic survey of a community in the Red River valley. Minneapolis, University of Minnesota, 1915. 86 p. illus. 4°. (The University of Minnesota. Current problems, no. 4.)

PEDAGOGICS AND DIDACTICS.

535. **Bowden, Witt.** Education for power and responsibility. Educational review, 49: 352–66, April 1915.

Cooperation of school with home. Cultivation of independent individuality in students as the basis of a genuine democracy.

536. **Cellérier, L.** Deux mentalités, deux éducations. Éducation, 6: 407–15, December 1914.

The author finds German mentality analytic and realistic; French mentality synthetic and idealistic. He considers that German pedagogy, during the last few decades, has confined itself more to the contemplation of the real—the psychological and physical nature of the child; while the attention of all pedagogical circles in France has been concentrated more and more upon the problem of moral education.

537. **Classen, Walther F.** Zucht und freiheit; ein wegweiser für die deutsche jugendpflege. München, C. H. Becksche verlagsbh. O. Beck, 1914. xiii, 220 p. 12°.

538. **Courtis, S. A.** Objective standards as a means of controlling instruction and economizing time. School and society, 1: 433–36, March 27, 1915.

Address delivered before the National society for the study of education, Cincinnati meeting, February 22, 1915.

539. **Duhem, Pierre.** Quelques réflexions sur la science allemande. Révue des deux mondes, 95: 657–86, February 1, 1915.

Says that "French and German science are both remote from the ideal of a perfect science, but they recede from it in opposite directions, the one possessing to excess that with which the other is poorly provided; there, in German science, the geometric spirit reduces the spirit of finesse almost to the extent of suffocating it; here, in French science, the spirit of finesse overpasses too readily the geometric spirit."

540. **Farrand, Wilson.** The public school and the college. School and society, 1: 505–10, April 10, 1915.

The writer says that the public school and the college have different aims, problems, and ideals. He gives the problems of each and says that neither should act independently, or endeavor blindly to force the other. The college must study the purposes and limitations of the public school and the school must recognize the ideals and the problems of the college.

541. **Fischer, Aloys.** Die neue jugendbewegung. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 16 : 22–37, 74–84, January, February-March 1915.

Cf. Edwin G. Cooley's article "Welfare of working youth in Germany" (item 642) on the new "jugendpflege." Professor Fischer, on the other hand, presents an analysis of the "jugendbewegung," a "pædocentrie" movement tending toward the creation of an autonomous "jugendkultur," proclaimed by Gustav Adolf Wyneken. Professor Fischer's pedagogical ideals approximate those expressed by John Dewey in the New republic, 2: 283–84, April 17, 1915.

542. **Hendy, J. R.** The *quid pro quo* in education. Journal of education (London) 47: 153–55, March 1, 1915.

An estimate of the results of education in England.

543. **Manny, Frank A.** Initiative in education. Education, 35: 489–91, April 1915.

A pupil can not be said to be trained for initiative until "he is able to take responsibility alone or with others (1) for the materials involved, (2) for the methods called for, and (3) for the results that ensue." Methods in France and America contrasted.

544. **Marrinan, J. J.** The education of youth for democracy. Educational review, 49: 379–90, April 1915.

Concedes that elementary education should be essentially individualistic. Says: "The irrepressible egoism of the pre-adolescent child is no mere caprice of nature." Modern education of youth demands as a result economic independence, spiritual strength, and altruism.

545. **Reinke, H.** Der deutsche junghelferbund. Lyzeum, 2: 20–30, October 1914.

An account of the origin, goal, procedure, and significance of the German analogue of Barnardo's "Young helpers' league," in direct imitation of which the German organization was formed.

546. **Sibley, C. Lintern.** Britain's intellectual empire. Canadian magazine, 44: 480–86, April 1915.

Achievements in science and philosophy accomplished by Englishmen.

547. Some opinions on German culture and education. Modern language teaching, 11: 52–53, March 1915.

Contrasts English and German methods—the English being individualists; the Germans, collectivists.

548. **Winship, A. E.** Standardization—wise and otherwise. Journal of education, 81: 311–15, March 25, 1915.

Address before the Department of superintendence, National education association.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

549. **Baldwin, Bird T.** The application of the Courtis tests in arithmetic to college students. School and society, 1: 569–76, April 17, 1915.

550. **Freeman, Frank N.** An analytical scale for judging handwriting. Elementary school journal, 15: 432–41, April 1915.

Criticises the Thorndike and Ayres scales because of lack of uniformity in the results which are obtained from their use. Describes an analytical scale.

551. **Ioteyko, I.** La facultad internacional de paidología de Bruselas. Monitor de la educación común, 52: 68–77, January 1915.

Discusses the place of pedology among the sciences and its value for education. The International faculty of pedology was instituted upon demand of the First International congress of pedology, at Brussels in 1911.

552. **Kirchner, Ferdinand.** Wahrscheinlichkeitsrechnung und konferenzbeschlüsse. Lyzeum, 2: 126–36, December 1914.

A study concerning the objectivity of judgments upon pupils' conduct and attainments arrived at in faculty meetings. What is the influence of the following factors: Sex of the teacher, sex of the pupil, the subjects taught by the teacher? What is the mathematical probability of reaching an objective judgment?

553. **Pyle, W. H.** A psychological study of bright and dull pupils. Journal of educational psychology, 6: 151–56, March 1915.

"A study of high school children by means of tests of logical memory, rote memory, word building, association test, and completion tests. The use of such tests may be of great help to teachers and principals in determining the mental ability of pupils."

554. **Starch, Daniel.** The measurement of efficiency in spelling, and the overlapping of grades in combined measurements of reading, writing, and spelling, Journal of educational psychology, 6: 167–86, March 1915.

"The author derives a method of measuring spelling ability, and presents the result of testing 1,314 pupils in five schools. On the basis of these results he presents norms of spelling ability for each grade."

555. **Wallin, J. E. Wallace.** The Binet-Simon tests in relation to the factors of experience and maturity. Psychological clinic, 8: 266–71, February 15, 1915.

556. **Witmer, Lightner.** Clinical records. Psychological clinic, 9: 1–17, March 15, 1915.

The records of 40 children, who had been brought to the Psychological clinic of the University of Pennsylvania, were analyzed to find out what information the records gave under each of three separate heads: General examination, Physical examination, and Mental tests.

557. **Yerkes, Robert M.** *and* **Anderson, Helen M.** The importance of social status as indicated by the results of the point-scale method of measuring mental capacity. Journal of educational psychology, 6: 137–50, March 1915.

"The authors find that differences in social status correlate with differences in mental capacity, and that the latter differences may amount to as much as 30 per cent. They emphasize the necessity of different norms for different social groups."

SPECIAL METHODS OF INSTRUCTION.

558. **Gerrish, Carolyn M.** The relation of moving pictures to English composition. English journal, 4: 226–30, April 1915.

A paper read before the New England association of teachers of English, December 5, 1914

"Moving pictures offer great opportunities: (1) as the source of material for the content of composition; (2) as a means of practice in the application of the principles and theories of composition; (3) as a medium for the mental training on which success in English composition depends."

559. **Hamilton, Maud.** An experiment in historical dramatization. School review, 23: 253–56, April 1915.

Work at the Wisconsin high school of the University of Wisconsin. Basis of the play was Bacon's Rebellion. Pronounces such dramatization as exceedingly beneficial for a seventh- or eighth-grade class. Gives skeleton of acts and characters of the play, which was called "A rebel of olde Virginia."

560. **Newton, Peter.** The toy theatre: a children's playhouse where fairy tales come true. Craftsman, 28: 36–41, April 1915.

An illustrated article on the new playhouse for children, to be built in New York city. Designed to provide dramatic entertainment for children, with their ideals and aspirations and their point of view in mind.

SPECIAL SUBJECTS OF CURRICULUM.

561. **Allen, James T.** The first year of Greek. Classical journal, 10: 262-66, March 1915.

Outlines briefly a course for beginners in Greek. Advocates the benefits of memorizing passages from the Greek writers.

562. **Axtell, Ulysses F.** The teaching of literature. School bulletin, 41: 155–57, April 1915.

To be continued.

Gives an outline to assist the teacher to analyze a literary selection by way of preparing to teach.

563. **Chadwick, R. D.** Vitalizing the history work. History teacher's magazine, 6: 112–19, April 1915.

Tells of the vitalizing of history work in the Emerson school, Gary, Indiana, by history games, the student council, etc. Gives the equipment of the history laboratory.

564. **Crawford, Mary.** The laboratory equipment of the teacher of English. English journal, 4: 145–51, March 1915.

Gives suggestions regarding the following aids for teaching English: Maps, plans, and charts; Reference books and pedagogical helps; Lantern slides, Stereograph; Prints and postcards; Pictures and busts; and the Phonograph.

565. **Gaston, Charles R.** The notebook as an aid to efficiency in English classes. English journal, 4: 215–25, April 1915.

Discusses the subject under the following headings: Form of notebooks; Contents of notebooks; Inspection of notebooks; and Publication of notebooks.

566. **Harris, Henry J.** The occupation of musician in the United States. Musical quarterly, 1: 299–311, April 1915.

Gives statistics taken from the Census report of 1910, showing the number of teachers of music in the United States, their sex, age, nativity, etc.

567. **Houston, G. David.** Formal English grammar; its uses and abuses. Education, 35: 477–88, April 1915.

Writer says that "the gravest abuse, perhaps, of formal English grammar is the attempt to teach the subject without the assistance of the pupil's own composition." Deprecates the mere acquisition of grammar, even with stereotyped examples appended. It must be studied in and through the formation of sentences composed by the pupil himself. Thinks that oral composition is of much greater importance than written composition, because an individual "talks much more often than he writes."

568. **Kelsey, Francis W.** The twentieth Michigan classical conference. School review, 23: 249–52, April 1915.

569. **Keyser, Cassius J.** Graduate mathematical instruction for graduate students not intending to become mathematicians. Science, 41: 443–55, March 26, 1915.

In discussing the subject of calculus, the author says that it is now practicable to provide "a large and diversified body of genuinely graduate mathematical instruction for which the calculus is strictly not prerequisite."

570. **Klapper, Paul.** The teaching of English; teaching the art and the science of language. New York, D. Appleton and company, 1915. xii, 263 p. 12°.

571. **Lewis, G. W.** Modern methods of teaching primary reading. Education, 35: 516–21, April 1915.

Advocates the use of the phonic method. Enumerates the different methods (the Key, Bacon, Pollard, Ward, Gordon, and Lewis methods), and shows their possibilities. Says that the Lewis or Story method has achieved marvelous results.

572. **Lodge, Gonzalez.** Oral Latin and its relation to the direct method. Teachers college record, 16: 18–28, March 1915.

573. **Newhall, Charles W.** "Recreations" in secondary mathematics. School science and mathematics, 15: 277–93, April 1915.

Bibliography: p. 291–93.

The subject is discussed under the following headings: The pedagogic value of recreations, History, Methods of using recreations, Definition of a mathematical recreation, Possible material, Recreations with numbers, Recreations in elementary algebra, Recreations in geometry, Conclusion.

574. **Opdycke, John B.** Editing to kill. School review, 23: 225–35, April 1915.

Says that classics for high schools need to be delivered from pedantry.

575. **Phipps, C. F.** Practical lessons in electricity for the sixth and seventh grades. Elementary school journal, 15: 407–20, April 1915.

Typical studies in electricity. A series of problems which the pupils are led to solve, mainly by individual experimentation. Apparatus of the simple home-made type.

576. **Pohl, Frederick J.** English literature for sophomores. English journal, 4: 160–72, March 1915.

A paper read before the college section of the National council of teachers of English in Chicago, November 27, 1914.

577. **Sage, Evan T.** Latin in the freshman and sophomore years in college. Classical journal, 10: 252–61, March 1915.

Data showing the maximum of Latin that students will take or purely cultural purposes. Statistics collected from "a fair number of colleges from all parts of the country."

578. **Snedden, David.** Principles of aim, organization, and method in general science teaching. School and society, 1: 436–41, March 27, 1915.

Presented before the Science teachers' club, Teachers college, February 20, 915.

General science or pupils from 12 to 16 years of age, in grades 7 to 10 inclusive.

579. **Trafton, Gilbert H.** *and* **Reynolds, Helen M.** Aims, methods, and course of study in nature-study in the elementary school of the Mankato, Minnesota, State normal school. Nature-study review, 11: 95–169, March 1915.

A full, detailed course on nature-study, outlining the work through all the grades as well as the advanced work.

580. **Turner, Nellie E.** Teaching to read. New York, Cincinnati [etc.] American book company [1915] viii, 520 p. 12°.

Presents a definite method of procedure for reading work above the primary grades.

581. **Van Tuyl, George H.** Business arithmetic versus algebra in the high school. Mathematics teacher, 7: 101–13, March 1915.

Discussion by W. S. Schlauch, p. 114–17.

The writer suggests that business arithmetic be made a required subject throughout the first year of the high school and that the study of algebra should begin in the second year of the course.

RURAL EDUCATION.

582. **Carver, Thomas Nixon.** The organization of a rural community. Washington, Government printing office, 1915. 58 p. 8°.

From Yearbook of Department of agriculture for 1914.

"Suggested readings for the various committees": p. 53–58.

583. **United States. Department of agriculture.** Educational needs of farm women . . . Washington, Government printing office, 1915. 88 p. 8°. (U. S. Department of agriculture. Office of the Secretary. Report No. 105.)

Extracts from letters received from farm women in response to an inquiry "How the U. S. Department of agriculture can better meet the needs of farm housewives," with special reference to the provision of instruction and practical demonstrations in home economics under the act of May 8, 1914.

SECONDARY EDUCATION.

584. **Bardwell, Darwin L.** Phases of the work of a modern high school. Educational review, 49: 367–78, April 1915.

Describes experiments in student self-government, and sums up results; changes in curriculum; high school libraries; clubs and societies, etc.

585. **Heck, W. H.** The mission of universities and colleges in stimulating the development of an esprit de corps among high school students. School and society, 1: 541–46, April 17, 1915.

586. **Johnson, T. Edward.** Elimination in the high school. American schoolmaster, 8: 121–25, March 1915.

Gives the causes of elimination in the high school, and says that better grade preparation is necessary, more individual attention is demanded, and the reorganization of our secondary schools in accordance with the "six and six" plan must be effected.

587. **Mitchell, H. Edwin.** Time-articulation between high school and college. School review, 23: 217–24, April 1915.

Presentation of facts concerning 1,400 graduates of secondary schools of the year 1908 who have since entered four higher state schools in Iowa and Kansas. Deductions drawn from study, with statistical data.

588. **Russell, William F.** Economy in secondary education through an adaptation of the cycle system. High school quarterly, 3: 180–88, April 1915.

Suggests that the cycle system used in Germany and France be adapted to our conditions to meet the needs of the 80 per cent of our secondary pupils who drop out of school.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

589. **Society of college teachers of education.** Minutes of the meeting of February 23, 1915, Cincinnati, Ohio. School review, 23: 257–61, April 1915.

590. **Carrington, W. T.** The study of education in a normal school. School and society, 1: 477–81, April 3, 1915.

Discussed under the following headings: A standard normal school; Work differentiated to meet local needs; The necessary equipment; Definition of normal school; Studies in education; and College academic.

591. **Fahey, Sara H.** The moral aspects of adding to the work of teachers. American teacher, 4: 50–53, April 1915.

"Part of report of the Committee on school organization and management at a meeting of the Teachers' league of New York city, December 19, 1914."

A protest against the proposed plan for compulsory, unpaid service of teachers in the vacation schools of New York city.

592. **Helm, M. C.** The teacher's cottage. South Dakota educator, 28: 16–18, April 1915.

593. **Kendall, Calvin N.** The training of teachers in service. School and society, 1: 510–15, April 10, 1915.

Address by the Commissioner of education of the state of New Jersey before the Department of superintendence, National education association, at Cincinnati, February 24, 1915.

Also in School and home education, 34: 294–99, April 1915.

594. **Pennybacker, *Mrs.* Percy V.** The need of teachers' homes. Ladies' home journal, 32: 25, February 1915.

Followed on same page by "The school manse in reality," by Mrs. Mary I. Wood, describing progress made in its establishment in several states.

595. **Seerley, Homer H.** The study of education in the normal school and the university. The normal school point of view. American school, 1: 72–73, March 1915.

Read before the educational council, National education association, at Cincinnati, February 23, 1915.

"The advantages of studying education and getting training for teaching in a state normal school, set forth by the president of a great western normal school."

596. **Yocum, A. Duncan.** The compelling of efficiency through teacher training. School and society, 1: 469–77, April 3, 1915.

The writer says that "in the higher training of teachers the one thing fundamentally essential to efficiency is that throughout the college course academic and professional training shall parallel each other, and be wholly committed to teachers" to whom education means the development of definite forms of efficiency.

HIGHER EDUCATION.

597. **Land grant college engineering association.** Proceedings of the third annual meeting . . . held at Washington, D. C., November 10–13, 1914. East Lansing, Mich. [1915?] 170 p. 8°. (G. W. Bissell, secretary, Lansing, Mich.)

Contains: 1. Anson Marston: The ideals of mechanic arts at the land grant colleges, p. 9–14. 2. C. H. Benjamin: The functions of a university, p. 14–19; Discussion, p. 19–33. 3. P. P. Claxton: Cooperative extension work between the engineering and agricultural departments of the land grant colleges, p. 34–38. 4. J. A. Moyer: Organization for engineering extension work, p. 70–76. 5. K. G. Smith: Methods of instruction in engineering extension, p. 82–87. 6. C. S. Nichols: Engineering experiment stations and engineering experimentation work, p. 100–18. 7. Report of the executive committee on the definition of "mechanic arts," p. 133–36. 8. J. P. Jackson: Present situation of land grant colleges, p. 163–65.

598. **National association of state universities in the United States of America.** Transactions and proceedings . . . nineteenth annual meeting, Washington, D. C., November 9–10, 1914. Burlington, Vt., Free press printing company [1915] 330 p. 8°. (Guy P. Benton, secretary, Burlington, Vt.)

Contains: 1. T. F. Kane: The National association of state universities, p. 26–47. 2. W. L. Bryan: Share of faculty in administration and government, p. 92–97; Discussion, p. 98–110. 3. H. B. Hutchins: The president's office. Center of university organization and activity, p. 116–29. 4. W. O. Thompson: University finances. Improvement in business administration, p. 138–55; Discussion, p. 155–58. 5. T. H. Macbride: Duplication in separate agricultural colleges and state universities, p. 163–82; Discussion, p. 182–85. 6. P. P. Claxton: College surveys, p. 186–206. 7. Brown Ayres: Educational surveys, p. 207–12; Discussion, p. 212–24. 8. E. B. Craighead: State control of all higher education, p. 227–35. 9. G. H. Denny: The place and function of a department, college, or school of commerce in the university system, p. 244–56; Discussion, p. 256–61. 10. A. R. Hill: Special provision for women students in state universities, p. 262–72. 11. G. E. Vincent: Special provision for freshmen in state universities, p. 272–84. 12. C. F. Strong: University press and publicity, p. 285–301. 13. C. W. Dabney: The municipal university, p. 302–18.

599. **Brown, Elmer Ellsworth.** Collegiate education as a national problem. School and society, 1: 397–400, March 20, 1915.

The writer says that "our main reliance for a comprehensive national program for our higher education must be the faculties of our colleges and universities. We certainly need such a national program, less fragmentary, more organic, more free from internal competition and contradiction, than that which we now have. It seems fair that we should look to the teaching bodies of our higher institutions of learning for the gradual working out of the main lines of such a program." Speaks of making each college faculty a class in pedagogy, and suggests certain topics that might enter into the first year of the course.

600. **Butler, Nicholas Murray.** Concerning some matters academic. Educational review, 49: 391–99, April 1915.

Says that students in American universities are in far too many instances overtaught and overlectured. Duties and responsibilities of the university president.

601. **Cheyney, E. G.** College spirit and student control. School and society, 1: 552–56, April 17, 1915.

Defining college spirit as loyalty born of reverence, the author aims to show how this spirit may properly be fostered.

602. **Dabney, Charles William.** The municipal university. [Burlington, Vt., Free press printing company, 1915] 19 p. 8°.

Reprinted from the Proceedings of the National association of state universities, vol. 12, 1914, p. 302–18.

603. **Fess, S. D.** National university of the United States. Journal of education, 81: 342–44, April 1, 1915.

Favorable report of the House Committee on education on a National university.

604. **Lillie, Ralph S.** The universities and investigation. Science, n. s. 41: 553–66, April 16, 1915.

Says that the essential requirements of all original work are opportunity, freedom from needless distraction, and the necessary leisure. A plea for individuality and scholarship.

605. **Marcy, Leslie H.** The People's college. International socialist review, 15: 612–13, April 1915.

Work of the People's college at Fort Scott, Kansas.

606. **Pritchett, Henry S.** Should the Carnegie foundation be suppressed? North American review, 201: 554–66, April 1915.

Also reprinted in pamphlet form.

Considers some criticisms made against the Foundation, in the light of its purpose.

SCHOOL ADMINISTRATION.

607. **Bourne, Randolph S.** Communities for children. New republic, 2: 233–34, April 3, 1915.

Describes the vocational work at Gary, Ind. Additional articles in the series by Mr. Bourne on the Gary schools appear in the New republic, 2: 259–61, 302–3, 326–28, April 10, 24, May 1, 1915.

608. ———. Schools in Gary. New republic, 2: 198–99, March 27, 1915.

Says that the schools of Gary, Ind., are built up "outside the influence of the professors of education, the teachers' colleges, and the normal schools of the land."

609. **Chancellor, William E.** The selection of county school superintendents. School and society, 1: 444–50, March 27, 1915.

Paper read at the meeting of the Department of superintendence, National education association, Cincinnati, February 25, 1915.

610. **Davenport, F. I.** Reconstructing boards of education. New republic, 2: 229–30, April 3, 1915.

Describes conditions in New York city, with comments on the school boards of other cities in the United States.

611. **Dewey, John.** State or city control of schools? New republic, 2: 178–79, March 20, 1915.

Conditions in New York. Says: "The fact is, I think, that we have no experience which will enable us to decide conclusively in behalf of either state or local control." Concludes, however, that city boards of education are an anomaly at present.

612. **The Gary school system.** School bulletin, 41: 133–36, March 1915.
Report of a committee appointed by Board of education of Syracuse, N. Y., to inspect and study the schools of Gary, Ind. Also published in pamphlet form by the Board.

613. **Holton, Edwin L.** Educational re-organization. American school, 1: 77–78, March 1915.
"The two great steps needed to bring needed improvement to the public schools are, to recast the course of study in the light of present day needs, and to banish politics from the appointment of school officials."

614. **Winship, A. E.** Text-books—educational, commercial, and political. Journal of education, 81: 285–88, March 18, 1915.
Address before the Department of superintendence, National education association.

SCHOOL MANAGEMENT.

615. **Alderman, Lewis R.** School credit for home work. Boston, New York [etc.] Houghton Mifflin company [1915] 181 p. illus. 12°.

616. **Meek, Charles S.** A study in retardation and acceleration. Elementary school journal, 15: 421–31, April 1915.
Based upon investigations made in the schools of Boise, Idaho, 1911 and 1914. Advocates the use of an individual standard for promoting pupils, rather than a uniform standard for an entire grade.

617. **Miller, H. L.** Report on the sixty-minute class period in the Wisconsin high school. School review, 23: 244–48, April 1915.
Says that the plan increases materially the net teaching time. It simplifies the problem of program-making. Gives comments by teachers in the school.

618. **Perry, Arthur C., *jr.*** Discipline as a school problem. Boston, New York [etc.] Houghton Mifflin company [1915] xii, 273 p. 12°. (Riverside text-books in education, ed. by E. P. Cubberley)
Offers a method for the diagnosis and treatment of school disciplinary problems, similar to that used by a physician in outlining a plan of treatment for a patient.

SCHOOL ARCHITECTURE.

619. **Challman, S. A.** Some common problems in schoolhouse construction. American school board journal, 50: 11–12, April 1915.

SCHOOL HYGIENE AND SANITATION.

620. **Finegan, Thomas E.** The Department of education and the vaccination law. Albany, The University of the state of New York, 1915. p. [34]–52. 8°.
An address delivered before the Conference of health officers of New York state at Saratoga, September 15, 1914. Reprinted from its Proceedings.

621. **McCord, Clinton P.** The scope of school medical inspection. American education, 18: 460–67, April 1915.
To be continued.
Read in part before the New York state district superintendents' association meeting in Buffalo, November 1914.
The scope of school medical inspection with special reference to New York state under a mandatory law.

PHYSICAL TRAINING.

622. **Public school physical training society.** Annual report of convention held at St. Louis, Mo., April 3, 1914. Reprinted from the American physical education review, October 1914. 27 p. 8°.
Contains: 1. Ethel Perrin: Methods of interesting school children n good postural habits, p. 1–4, 2. A. A. Knoch: How does physical training aid the school .n training its pupils or efficient citizenship? Skill and endurance as developed by physical training, p. 5– . 3. C. F. Weege: Deliberation, reflection, determination, perseverance, and self-control as ends of physical training, p. 10–17. 4. Millicent Hosmer: The development of morality through physical education, p. 18–25.

623. **Society of directors of physical education in colleges.** Report of the annual meeting . . . Chicago, Ill., December 30, 1914. American physical education review, 20: 113–67, March 1915.

Contains: 1. C. L. Brewer: Intercollegiate athletics as part of the work of physical training in colleges of the Southwest, p. 121–24. 2. J. A. Babbitt: Progressive correlation in gymnasium work, p. 125–34. 3. D. A. Sargent: Is war a biological necessity? p. 135–42. 4. P. C. Phillips: Relation of athletic sports to international peace, p. 143–47. 5. W. S. Middleton: The effect of athletic training on the heart, p. 148–63.

624. **Morse, John Lovett.** Athletics in the schools. Harvard graduates' magazine, 23: 369–74, March 1915.

The writer thinks that athletics for boys should be more carefully supervised.

SOCIAL ASPECTS OF EDUCATION.

625. **Beard, Mary Ritter.** Woman's work in municipalities. New York and London, D. Appleton and company, 1915. xi, 344 p. 12°. (National municipal league series.)

Chapter 1, Education, p. 1–44.

626. **Bohn, Frank.** The Socialist party and the public schools. International socialist review, 15: 614–15, April 1915.

Social service work and education related to life discussed.

627. **Hahn, H. H.** Social demands upon elementary education. Middle-west school review, 7: 10–12, March 1915.

The writer says that society makes at least three important demands upon the elementary school curriculum, first, the demand that the subject-matter shall have abundant social value now, second, that its subject-matter shall be representative of all the great social interests, and, third, that the amount of material selected from each social interest shall be the minimum.

CHILD WELFARE.

628. **American association for study and prevention of infant mortality.** Transactions of the fifth annual meeting, Boston, Mass., November 12–14, 1914. Baltimore, Press of Franklin printing company, 1915. 391 p. 8°.

Contains: 1. Helen C. Putnam: Continuation schools and their basis in the elementary grades, p. 235–38. 2. David Snedden: Some possibilities of public schools in reducing infant mortality, p. 239–42; Discussion, p. 242–53.

629. **Kelley, Florence.** Children in the cities. National municipal review, 4: 197–203, April 1915.

Discusses the municipal care of children.

630. **Schoff, *Mrs.* Frederic.** Guiding the boy in his 'teens. Good housekeeping magazine, 60: 369–75, April 1915.

Discusses the necessity of proper home instruction. Illustrated.

RELIGIOUS EDUCATION.

631. **Collins, Joseph V.** The chief aim of education. Education, 35: 522–28, April 1915.

Discusses religious education and the public schools. Makes a plea for a tolerant and consistent introduction of religious instruction in the common schools, nonsectarian in character.

632. **Cross, Ethan Allen.** Bible study in state colleges and high schools: a way out. American journal of sociology, 20: 700–5, March 1915.

The Greeley, Colo., plan.

633. **Dix, G. H.** Child study, with special application to the teaching of religion. London, New York [etc.] Longmans, Green and co., 1915. 134 p. 12°.

634. **Frayser, Nannie Lee.** The Sunday school and citizenship. Cincinnati, The Standard publishing company [1915] 99 p. 12°.

Bibliography at end of every chapter.

635. **Swetland, Roger W.** Denominational academies. Educational foundations, 26: 460–66, April 1915.

A discussion of the academy movement. The writer says that the demand for such schools in earlier times was on intellectual grounds, while the demand to-day is on social, moral, and religious grounds.

636. Training religious leaders in the Disciples churches. Religious education, 10: 135–58, April 1915.

From the report of the Religious education commission of the Disciples of Christ, presented at the recent convention in Atlanta.

637. **Wood, Irving Francis.** The survey of progress in religious and moral education. Religious education, 10: 114–23, April 1915.

MANUAL AND VOCATIONAL TRAINING.

638. **Commercial club of Chicago.** Vocational schools for Illinois. [Chicago, 1915] 66 p. 8°.

CONTENTS.—Principles and plan of a proposed law.—Wisconsin's experience.—This movement is democratic.—Comparison of Commercial club's bill with that of the state teachers' association.—Draft of bill.

639. **Commonwealth club of California.** Vocational education. San Francisco, Cal., 1914. p. [617]–670. 8°. (*Its* Transactions. Vol. 9, no. 12, November 1914)

Contains proceedings of a meeting under the auspices of the Club's Committee on education, of which Archibald B. Anderson, of the San Francisco state normal school, is chairman.

640. **Cooley, Edwin G.** Vocational education in Europe. Report to the Commercial club of Chicago. Vol. 2. Chicago, The Commercial club of Chicago, 1915. 177 p. illus. 8°.

This volume describes observations and experiences in European vocational schools during the winter of 1913–14. Ireland, England, Holland, Denmark, Sweden, Norway, and Germany were visited, and agricultural instruction was especially studied.

641. ———. Vocational school control in Germany. Industrial-arts magazine, 3: 190–91, April 1915.

A reply to Dr. Roman's article in March 1915 issue of same periodical (item 482 of this record).

642. ———. Welfare of working youth in Germany. Educational review, 49: 337–51, April 1915.

Welfare work in connection with the vocational schools. Statistics giving results of such work in 1910. Activity of the state in directing continuation schools and preparing teachers.

643. **Dewey, John.** Splitting up the school system. New republic, 2:283–84, April 17, 1915.

Professor Dewey here voices his opposition to separate vocational schools.

644. **Duley, W. J.** Continuation schools and the training of engineers. School world, 17: 83–86, March 1915.

Suggestions concerning education of engineers in England. Discusses apprenticeship, etc.

645. **Griffith, Ira S.,** *ed.* Two units of manual training for high schools. Manual training and vocational education, 16: 480–92, April 1915.

Contains helpful material for teachers and supervisors who have to do with organizing the detail of shop courses and planning equipments.

646. **Moore, R. C.** The dual system of vocational education. Illinois teacher, 3: 5–9, March 1915.

"Some quotations from the literature advocating a separate system for vocational education."

647. **Prosser, C. A.** The evolution of the training of the worker in industry. Educational monthly, 1: 36–46, April 1915.

648. ———. The place of art in industry. Industrial-arts magazine, 3:155–58, April 1915.

Abstract of an address before the Eastern art and manual training association, April, 1914.

The writer says that "all children should have an opportunity while they are going thru the schools . . . to have their sense of appreciation of the things that are right and good and true and beautiful developed so that they may be intelligent consumers of the goods of life, so that they may learn to use aright the best things and to enjoy both their work and their leisure."

649. **Shields, Thomas Edward.** Vocational education. Catholic educational review, 9: 289–303, April 1915.

Survey of the field.

Discusses the report of the Commission on national aid to vocational education, and the attitude the Catholic schools should have toward the movement to introduce the vocational subjects into the schools.

650. **Smith, William Hawley.** "Over-equipped and undertaught." Industrial-arts magazine, 3: 145–48, April 1915.

Thinks that the industrial schools of this country are over-equipped, but that they are undertaught owing to the lack of properly trained teachers.

651. **Thompson, Frank V.** Industrial society and industrial education. School and society, 1: 402–8, March 20, 1915.

Read at the Boston principals' meeting, January 12, 1915.

Speaks of industrial conditions today and considers what the Boston school system is attempting in extension education for its boys and girls.

VOCATIONAL GUIDANCE.

652. **Horton, D. W.** A plan for vocational guidance. School review, 23: 236–43, April 1915.

Discusses the organization of vocational guidance as carried out in the Mishawaka high school, Indiana. Outlines a course of study for vocational work.

653. **Reed,** *Mrs.* **Anna Y.** Seattle children in school and in industry with recommendations for increasing the efficiency of the school system and for decreasing the social and economic waste incident to the employment of children 14 to 18 years of age. Seattle, Wash., Board of school directors, 1915. 103 p. 12°.

654. **Weaver, Eli W.** Profitable vocations for girls. New York and Chicago, The A. S. Barnes company, 1915. ix, 212 p. 12°.

655. ——— *and* **Byler, J. Frank.** Profitable vocations for boys. New York and Chicago, The A. S. Barnes company, 1915. 282 p. 12°.

AGRICULTURAL EDUCATION.

656. **Teversham, T. F.** Experimental agriculture in rural secondary schools. School world, 17: 87–90, March 1915.

Says that any science scheme for rural secondary schools must be experimental and inductive observation must precede fact. Pupils should not only be taught the principles of cultivation, of plant-growth and nutrition, etc., but that these principles must be practically administered.

HOME ECONOMICS.

657. **Cooley, Anna M.** The Amy Schüssler apartment. Teachers college record, 16: 51–69, 153–72, January, March 1915.

Apartment where the older girls may have an opportunity to apply in a "home house" the instruction which they receive in the household arts laboratories at Speyer school. The March issue contains a tentative outline of the course of study in the household arts to be used in the seventh and eighth grades of Speyer school.

658. **Whitcomb, Emeline Storm.** The school luncheon. [Laramie, 1914] 15 p. 12°. (University of Wyoming bulletin. vol. XI, no. 2.)

COMMERCIAL EDUCATION.

659. **Eaton, Jeannette** *and* **Stevens, Bertha M.** Commercial work and training for girls. New York, The Macmillan company, 1915. xviii, 289 p. 12°.

Contains material prepared under the auspices of the Co-operative employment bureau for girls, Cleveland, Ohio.

660. **Fowler, Nathaniel C.,** *jr.* A new method of imparting business education. Journal of education, 81: 345–48, April 1, 1915.

Describes the demonstration form of imparting business information. Instead of telling people what business is, the writer shows them what business is by presenting in the form of a play the action of every department of business. The writer says that this form of imparting business education has already received the hearty co-operation of our leading educators and business men.

PROFESSIONAL EDUCATION.

661. **American medical association. Council on medical education.** Report of the eighth annual conference, Chicago, Ill., February 16, 1915. American medical association bulletin, 10: 221–325, March 15, 1915. (N. P. Colwell, secretary, 535 North Dearborn street, Chicago, Ill.)

Contains: 1. N. P. Colwell: Eleven years' progress in medical education, p. 232–44. 2. V. C. Vaughan: A preliminary report on the reorganization of clinical teaching, p. 244–59; Discussion, p. 259–68. 3. G. E. Vincent: The university and higher degrees in medicine, p. 268–77. 4. M. J. Rosenau: Courses in degrees in public health work, p. 277–83; Discussion, p. 283–87. 5. H. D. Arnold: Report of the committee to investigate graduate medical instruction, p. 298–307; Discussion, p. 307–16.

662. **Redlich, Josef.** The common law and the case method in American university law schools. A report to the Carnegie foundation for the advancement of teaching. New York city, 576 Fifth avenue [1914] xi, 84 p. 4°. (Carnegie foundation for the advancement of teaching. Bulletin no. 8.)

An introductory bulletin to the Foundation's study of legal education in the United States, which is to involve not only an examination of existing law schools, but also of methods of instruction, of bar examinations, and of the relation of these matters to the quality of legal practice.

663. **Talbot, Eugene S.** The problem of dental education. Dental cosmos, 57: 424–28, April 1915.

Outlines a course of study for dental schools.

MILITARY TRAINING.

664. **Schaeffer, Nathan C.** *and* **Finley, John H.** Should our educational system include activities whose special purpose is preparation for war? Boston, American school peace league, 1915. 21 p. 8°.

Addresses delivered before the Department of superintendence of the National education association at Cincinnati, Ohio, February 24, 1915.

EDUCATION OF WOMEN.

665. **General federation of women's clubs.** Twelfth biennial convention, June 9–19, 1914, Chicago, Ill. Official report, 1914. 635 p. 8°. (Mrs. Eugene Reilley, corresponding secretary, Charlotte, N. C.)

Contains: 1. P. P. Claxton: The educational and cultural value of home economics, p. 243–51. 2. F. M. Leavitt: Vocational education and vocational guidance, p. 461–69. 3. Annie Davis: Vocational guidance in Chicago, p. 469–73.

666. **Krause, Maria.** Zur reform des oberlyzeums. Frauenbildung, 13: 505–21, 11. heft, 1914.

Proposals for a reform of the higher girls' school (oberlyzeum). The proposals include a revision of the course of study.

NEGROES AND INDIANS.

667. **Hall, Robert D.** Student Y. M. C. A. work for Indians. Southern workman, 44: 234–38, April 1915.

668. **Hill, W. B.** Rural survey of Clarke county, Georgia, with special reference to the negroes. [Athens, Ga., 1915] 63 p. illus. 8°. (Bulletin of the University of Georgia, vol. 15, no. 3. Phelps-Stokes fellowship studies, no. 2.)

ORIENTALS.

669. **Kuo, Ping Wen.** The Chinese system of public education. New York city, Teachers college, Columbia university, 1915. xii, 209 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 64.)

CONTENTS.—1. Origin of the ancient educational system.—2. Ancient educational system and its decadence.—3. Brief survey of the development of education during subsequent dynasties.—4. Transition from traditional to modern education.—5. Construction of a modern educational system.—6. Reorganization of education under the Republic.—7. Present-day educational problems of national importance.—8. Summary and conclusions.—Appendix and Bibliography.

This volume portrays the recent efforts of the Chinese to obtain a familiarity with Western learning, and also places in a clear light the stages in the long evolution of their native culture and educational system. The Introduction by Paul Monroe calls the book "a contribution of great importance to the Western knowledge of Eastern conditions."

670. **Rottach, Edmond.** Les écoles libres d'enseignement secondaire au Japon. Éducation, 16: 416–26, December 1914.

671. **Schneder, D. B.** Mission schools and state education in Japan. Chinese recorder (Shanghai, China), 46: 164–69, March 1915.

Advocates the advance of Christian education to the university grade.

672. **Sec, Fong F.** Government and mission education in China. Chinese recorder (Shanghai, China), 46: 158–64, March 1915.

Welcomes the cooperation of mission schools with the Government. See also article by P. W. Kuo on same topic, p. 169.

673. **Yui, David Z. T.** Education and democracy in China. Chinese recorder (Shanghai, China), 46: 151–57, March 1915.

Effect of mission schools and colleges in moral uplift. Says that one of the chief reasons for the success of Christian education is the excellent discipline maintained in the schools.

DEFECTIVE AND DELINQUENT CHILDREN.

674. **Davis, Gwilym G.** The education of crippled children. American journal of care for cripples, 2: 11–14, 1915.

Presidential address before the American orthopedic association. Reprinted by permission from the American journal of orthopedic surgery, Philadelphia, 1914–1915.

675. **Hutchinson, Woods.** Children who never grow up. Good housekeeping magazine, 60: 421–26, April 1915.

Discusses the cause, menace, and the cure of feeble-mindedness. Illustrated.

676. **McMurtrie, Douglas C.** Open air treatment for crippled children; the country home for convalescent children. American journal of care for cripples, 2: 15–20, 1915.

Describes the equipment and work of the Country home for convalescent children, located at Prince Crossing, Illinois.

677. **Monro, Sarah J.** A résumé of the rhythmic work in the Horace Mann school, Boston. Volta review, 17: 133–38, April 1915.

Says that pupils gain a more natural use of the voice in inflection, greater volume of tone without undue force, and a more natural use of the speech organs. Rhythmic methods as applied to teaching the deaf.

678. **Walmsley, H. R.** How I taught my boy the truth. Volta review, 17: 123–31, April 1915.

Early training of a child in scientific knowledge; sex problems, etc.

679. **Worcester, Alice E.** How shall my children be taught to pronounce at sight the words of our written language? Volta review, 17: 85–93, March 1915.

An exposition of the phonetic reading method devised by the author. In a modified form this method is used in nearly all of the schools for the deaf in the United States.

LIBRARIES AND READING.

680. **Hicks, Frederick C.** Library problems in American universities. Educational review, 49: 325–36, April 1915.

Extension and growth of university libraries. Discusses library problems in Harvard, Columbia, and Princeton. University extension at Columbia university has created a great demand for new books; actual number of potential readers added to clientele of the library by the extension department in 1913–14 was 2,813.

681. **Johnston, William Dawson.** The school librarian: training and status. Public libraries, 20: 151–54, April 1915.

Read before Library section, Minnesota educational association, Duluth, February 12, 1915.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

682. Accredited secondary schools in the United States; by Samuel Paul Capen. Washington, 1915. 106 p. (Bulletin, 1915, no. 7)

683. One thousand good books for children. Classified and graded list prepared by National congress of mothers literature committee, Alice M. Jordan, chairman. (Revised, 1914) Washington, 1915. 40 p. (Home education circular no. 1)

684. Organization of state departments of education; by A. C. Monahan. Washington, 1915. 46 p. (Bulletin, 1915, no. 5)

685. Present status of the honor system in colleges and universities; by Bird T. Baldwin. Washington, 1915. 31 p. (Bulletin, 1915, no. 8)

686. A statistical study of the public schools of the southern Appalachian mountains; by Norman Frost. Washington, 1915. 29 p. (Bulletin, 1915, no. 11)

Preliminary edition.

687. A study of the colleges and high schools in the North Central association. Washington, 1915. 130 p. (Bulletin, 1915, no. 6)

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